

Educational Transformation (EDTR)

EDTR 4111 Carceral Logics, Edu, Abolition 3 Credits

Carceral logics – or the punish and control approach to organizing life and solving social problems - have long permeated US society and, in particular, public education. In recent years, the police-free schools movement, alongside abolitionist scholars, educators, and activists, has raised the alarm regarding the damaging impact of such logics on educational and social outcomes, particularly for race-class subjugated communities. This course will cover the history and present of policing, surveillance, and carcerality in education, the relationship between the prison industrial complex, schooling, and racial justice, as well as abolitionist responses and radical imaginings of what education – and society – could and should be. Students will learn from key thinkers and activists in the field and develop a real-world project in response to the issues raised in this course.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

EDTR 5001 CultRelevantEduSocial Justice 3 Credits

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

EDTR 5002 Advocating for Learners 3 Credits

This course serves as the capstone experience for the MAET program. In this course, students will synthesize their learning experiences throughout the program and develop the skills and dispositions needed to develop as teacher leaders and advocates. Students will examine the role of teachers in education advocacy efforts and develop a professional identity as it relates to advocacy and leadership. Using a project-based learning format, students will work collaboratively in cross-track groups to address inequity in education from a systems-thinking perspective.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

EDTR 5101 Policy Residency I 3 Credits

Students in this two-semester course sequence will be placed in a policy-relevant field experience in order to gain an experiential perspective on the nature of educational advocacy and/or the policy-making process in education. Through their field placements, students will gain a hands-on view of mechanics of interest representation and mobilization, efforts at agenda setting, the legislative process, rule-making, media relations, public awareness campaigns, and policy development and implementation. Coursework will connect students' daily experiences with theoretical frameworks of organizational, policy, and political change in order to highlight the challenges and opportunities of policy and advocacy work in the field of education.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

EDTR 5102 Policy Residency II 3 Credits

Students in this two-semester course sequence will be placed in a policy-relevant field experience in order to gain an experiential perspective on the nature of educational advocacy and/or the policy-making process in education. Through their field placements, students will gain a hands-on view of mechanics of interest representation and mobilization, efforts at agenda setting, the legislative process, rule-making, media relations, public awareness campaigns, and policy development and implementation. Coursework will connect students' daily experiences with theoretical frameworks of organizational, policy, and political change in order to highlight the challenges and opportunities of policy and advocacy work in the field of education.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to students with a program in Educational Transformation, Educational Transformation, Educational Transformation or Educational Transformation.

EDTR 5111 Critical Empirics 3 Credits

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

EDTR 5112 Policy Analysis in Education 3 Credits

This course will examine current debates within educational policy and focus on the development of student skills to evaluate research within the field. Through examining issues such as charter schools and vouchers, standards and accountability, teacher education reforms, models of instruction for English learners and special needs students, class size reforms, and comparative models of educational practices, we will stress the ability to analyze, critique, and evaluate the literature on "what works" in education and develop the skills of an astute policy analyst.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

EDTR 5113 Quant Analysis in Education 3 Credits

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment limited to students in the MA-EDTR program.

EDTR 5114 Intergov Relations in Ed 3 Credits

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

EDTR 5115 Organizational Change in Ed 3 Credits

This course will examine the nature of educational organizations – public and private – in the US and how change occurs within educational institutions, particularly schools and school districts. We will examine the theories of change associated with charter schools and privatization, strategies of interest group mobilization, community mobilization, and agenda-setting within the political arena, as well as strategies of litigation and public messaging and media campaigns. We will also examine the school level factors that are necessary for reforms to take root and improve educational outcomes for children – particularly trust, teacher capacity, and resource inputs into the system – paying close attention to how issues of race and class inequities in political representation translate into disparities of educational opportunity.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment limited to students in the MA-EDTR program.

Enrollment is limited to Graduate level students.

EDTR 5116 LearningDesign AssessmentPol 3 Credits

TBD

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment limited to students in the MA-EDTR program.

EDTR 5201 Teaching Residency I 3 Credits

Contextualized in your daily teaching practice, Teaching Practicum I and II constitute a two course sequence that will integrate coursework on instructional design utilizing the framework of Understanding by Design and universal design for learning along with on-site support, supervision and classroom observations. Through face-to-face class sessions and online modules, you will develop a repertoire of instructional design strategies to engage English learners and ensure student achievement. On-site classroom observations will help you implement instructional strategies learned in the course and provide formative and summative evaluative feedback. In addition, you will develop professional dispositions that situate inquiry and reflection as the nucleus of your practice. You will use formative and summative data on student engagement and learning to inform instructional decisions, integrate feedback on your practice from the professor and your peers, share feedback with other educators via the hybrid face-to-face and online nature of the course. You also will take ownership of your professional development by establishing a stance of a reflective practitioner and crafting a digital portfolio that documents your practice throughout the school year.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to students with a program in Educational Transformation, Educational Transformation, Educational Transformation or Educational Transformation.

EDTR 5202 Teaching Residency II 3 Credits

Contextualized in your daily teaching practice, Teaching Practicum I and II constitute a two course sequence that will integrate coursework on instructional design utilizing the framework of Understanding by Design and universal design for learning along with on-site support, supervision and classroom observations. Through face-to-face class sessions and online modules, you will develop a repertoire of instructional design strategies to engage English learners and ensure student achievement. On-site classroom observations will help you implement instructional strategies learned in the course and provide formative and summative evaluative feedback. In addition, you will develop professional dispositions that situate inquiry and reflection as the nucleus of your practice. You will use formative and summative data on student engagement and learning to inform instructional decisions, integrate feedback on your practice from the professor and your peers, share feedback with other educators via the hybrid face-to-face and online nature of the course. You also will take ownership of your professional development by establishing a stance of a reflective practitioner and crafting a digital portfolio that documents your practice throughout the school year.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to students with a program in Educational Transformation, Educational Transformation, Educational Transformation or Educational Transformation.

EDTR 5203 Productive Classroom Community 3 Credits

Learning is a highly personal and social endeavor. In classrooms, student-student and student-teacher interactions influence each student's learning and growth. Effective educators are reflective practitioners who examine their role and identity as educators and co-create productive learning communities with and among learners. In these learning communities, educators focus on whole person learning and powerfully cultivate classrooms where each person is respected and invested. Effective educators engage students in the learning process, connect content to students' lives outside of school, build upon students' strengths, and address areas where student growth is needed. They effectively and efficiently utilize time, space, energy, and resources to support student learning. Effective educators attend to the context, structures, procedures, and tone of the classroom in ways that support student autonomy and self-efficacy and recognize students' identities and interests. They also partner with members of the broader community that supports students (families, other educators, etc.) and see these partnerships as essential extensions of the classroom community while keeping the end in mind: student learning, growth, and development.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to students with a program in Educational Transformation, Educational Transformation, Educational Transformation or Educational Transformation.

EDTR 5204 Crit Pers:Child Adol Dev 3 Credits

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

EDTR 5211 Crit Ed Ling in K-12 Settings 3 Credits

In this course, you will be introduced to issues in the field of educational linguistics while mastering a working knowledge of how to apply linguistic theory and research to classroom language learning. Through your learning, you will be able to draw implications for pedagogy from the fields of syntax, phonology, morphology, orthography, semantics, pragmatics, and sociolinguistics to inform both assessment and instruction. This knowledge will be situated within a broader analysis of educational linguistics, including an introduction to second language acquisition, theories of language acquisition in education, language education policies, and the sociocultural context of language learning. As a result of your participation in this course, you will be equipped to bring a research-based understanding of linguistics to bear as you evaluate and develop strategies to meet students' language skills, development, and needs within the social and policy context of schools.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment limited to students in the MA-EDTR program.

EDTR 5212 SLA Assessment Instruction 3 Credits

This course will cover theories of language acquisition and development, including bi/multilingualism in education; factors that influence ELs' school learning (SLIFE, culture, previous experience, etc.); classroom-based assessments and associated issues for ELs; and the use of quantitative data for equity in PK-12 EL education.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

EDTR 5213 Lang LitDev in Content Are 3 Credits

The course will equip students with the foundational knowledge about literacy development in the content areas. Students examine how the functions and forms of reading and writing differ and overlap in the content areas and research-based strategies for content-based literacy instruction. Students will evaluate text structure, linguistic demand and vocabulary. As a result of this course students will be able to teach K-12 learners how to communicate content knowledge as well as comprehend and interpret content area text. Students take Content and Literacy Development Pedagogy simultaneously with Teaching Residency 2 so that a dialogic relationship exists between the course and the K-12 residency classroom experience.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to students with a program in Educational Transformation, Educational Transformation, Educational Transformation or Educational Transformation.

EDTR 5214 Multilinguals in Schools 3 Credits

This course examines the role of culture in learning, particularly language learning, for students and teachers. The nexus of culture, identity and learning is of crucial importance in light of increasing demographic diversity in the US school age population and the disparity in academic outcomes often experienced by culturally and linguistically diverse learners. In this course you will examine theoretical and conceptual frameworks for cultural identity and the impact of culture in schools. You will examine your cultural history and that of your students and investigate ways culture influences learning in schools. This course will explore research on the interaction between cultural identity and learning in schools with particular attention to issues of equity and English.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to students with a program in Educational Transformation, Educational Transformation, Educational Transformation or Educational Transformation.

EDTR 5221 FoundationsEquitSciLearning 3 Credits

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

EDTR 5301 Applied Research in Ed I 3 Credits

This course provides an in-depth exploration of methodological approaches in educational research, with a strong emphasis on developing qualitative research competencies. Through hands-on experience and faculty mentorship, students will engage in an applied research project that deepens their understanding of data collection methods and instruments. The course also encourages critical reflection on researcher positionality and its impact on the research process. Designed to complement prior training in quantitative methods, this course prepares students to plan and launch an independent applied research project in the spring semester.

Level: Graduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

Enrollment limited to students in the Educational Transformation department.

EDTR 5302 Applied Research in Ed II 3 Credits

This course equips graduate students with practical strategies for coding and analyzing data in qualitative and mixed-methods research. Emphasis is placed on developing analytical rigor and methodological transparency, while also exploring effective ways to communicate research findings to diverse academic and practitioner audiences. Taken in tandem with a co-requisite studio lab course, students will apply techniques in real-time to their own projects, bridging theory with hands-on practice.

Level: Graduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment limited to students in the MA-EDTR program.

Enrollment is limited to Graduate level students.

EDTR 5311 Soc Found of USK-12 Pub School 3 Credits

This course provides a critical examination of the historical, legal, and ideological foundations of the U.S. public education system. Students will explore how these forces shape the structure, purpose, and functioning of public schools. Through analysis of contemporary debates and policy issues, the course interrogates the role of public education in both reproducing and challenging social hierarchies. By the end of the course, students will be equipped to engage thoughtfully with the complex dynamics that influence educational equity and reform in the United States.

Level: Graduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

Enrollment limited to students in the Educational Transformation department.

EDTR 5312 App Research DI Studio Lab 3 Credits

This studio-style lab course offers graduate students the opportunity to independently carry out the full cycle of an applied research project. Working from project implementation through data analysis to final reporting and communication, students will apply and refine their methodological skills in a hands-on, practice-based environment. The course emphasizes iterative learning, peer feedback, and effective dissemination of research findings to varied audiences.

Level: Graduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment limited to students in the MA-EDTR program.

EDTR 9992 Continuous Registration

Level: Graduate

Grading: Pass/Fail Default

Course registration restrictions:

Enrollment limited to students in the MA-EDTR program.

Enrollment is limited to Graduate level students.

EDTR 9993 Continuous Registration

Level: Graduate

Grading: Pass/Fail Default

Course registration restrictions:

Enrollment limited to students in the MA-EDTR program.

Enrollment is limited to Graduate level students.